Mass Insight
EDUCATION

SCHOOL READINESS ASSESSMENT:

GLENWOOD LEADERSHIP ACADEMY

Site Visit Dates: October 18, 2012 – October 19, 2012

Report Submission Date: November 2, 2012

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Part 1: School Readiness Assessment Overview

The purpose of administering the School Readiness Assessment (SRA) is to diagnose the strengths of, and challenges facing, a school. Based on this information, the SRA team makes recommendations of priorities for school turnaround.

This report includes 1) a brief explanation of the SRA process; 2) a detailed description of findings from documents collected and focus groups/interviews; and 3) suggestions of key focus areas for Glenwood Leadership Academy and Evansville Vanderburgh School Corporation to begin implementing changes. The findings assess the presence of each of the nine elements of the High-Poverty, High-Performing (HPHP)[1] school readiness model, which are described below. The subsequent recommendations are also aligned to the HPHP readiness framework.

Process

The SRA is a two-step process that involves a document review and a site visit. First, the SRA team asks district and school staff to submit materials containing information on current programs, processes and plans at Glenwood Leadership Academy. The SRA team uses this information to prepare for the site visit, including drafting a schedule and generating questions for follow-up. The site visit occurs over a period of two days. During the site visit, the SRA team facilitates focus groups and holds additional one-on-one interviews with select staff members and other stakeholders. The focus groups and interviews consisted of the following participants:

- Teachers of all grade-levels
- Specials teachers
- Special education teachers
- Master teachers
- Title Instructionalists
- 1st- 8th grade students
- Principal
- Assistant principals
- Student support staff members
- Twilight coordinator
- E-learning coach
- 21st Century coordinator
- Family and Community Outreach Coordinator

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[1] See Caulkins, Guenther, Belfiore, Lash, *The Turnaround Challenge*, Mass Insight Education (2007).

Part 2: Glenwood Leadership Academy Background Information

Glenwood Leadership Academy (GLA) is a part of the Evansville Vanderburgh School Corporation (EVSC), located in Evansville, Indiana. The school services students in grades kindergarten through eight, and includes two self-contained special education classes. Glenwood Leadership Academy opened as a kindergarten through 8th academy in the fall of 2010 when Glenwood Middle School merged with neighboring Culver Elementary School. Glenwood Leadership Academy is a recipient of a School Improvement Grant (SIG), and is in the last year of grant implementation. In addition to the 1003g grant, the school receives Title funding.

Relative to other EVSC schools, Glenwood Leadership Academy has more autonomy over its school day and calendar, allowing for more instructional days for students and additional professional development days for teachers. A calendar committee was organized to oversee this effort with final approval coming from central school corporation offices. Furthermore, Glenwood Leadership Academy is part of the System for Teacher and Student Advancement (TAP), which is led by the National Institute for Excellence in Teaching. TAP offers teachers opportunities for career advancement, professional growth, and performance evaluation.

Student Demographics
During the 2011-2012 school year, 381 students were enrolled at Glenwood Leadership Academy. 94.49% of students were eligible to receive free or reduced price lunches. The ethnic breakdown of the school was as follows: American Indian (0%), Asian (0%), Native Hawaiian/Pacific Islander (0%), Black (55.64%), Hispanic (2.36%), Multiracial (13.39%), and White (28.61%). 27.82% of students were enrolled in special education, 1.05% of students were identified as English language learners, and 4.96% were labeled as High Ability. Although statistics were not available, from information ascertained from focus groups and interviews, many of the students arrive with multiple poverty-related needs and complex issues, including high rates of mobility, incarceration of a relative, and community violence.

School and Safety Discipline
During the 2011-2012 school year, a total of 159 students received out-of-school suspensions. Of these students, 62.26% of students were Black, 16.35% were multiracial, 2.52% were Hispanic, and 18.87% were White. In addition, 34.59% were female and 65.41% were male. Three students received out-of-school suspensions for matters that were weapon-related.

Student Performance
Based on 2011-2012 ISTEP+ data, GLA students are performing well below state and district averages. The percentages of students who are meeting state standards for proficiency are listed below.

English/Language Arts

Grade level	Percentage of students at GLA who received passing scores	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores
Grade 3	50%	79.3%	85%
Grade 4	53%	74%	82%
Grade 5	55%	72.8%	78%
Grade 6	38%	69.1%	78%
Grade 7	33%	61.3%	75%
Grade 8	38%	59.3%	73%

Mathematics

Grade level	Percentage of students at GLA who received passing scores	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores
Grade 3	58%	70.4%	79%
Grade 4	53%	67.4%	79%
Grade 5	49%	77.1%	86%
Grade 6	42%	70.5%	82%
Grade 7	37%	64%	78%
Grade 8	40%	62.9%	80%

On the ELA ISTEP+ exam, the percentage of students who experienced low growth dropped slightly in grades 4, 5, and 8, and dropped a significant 18% in grade 7. Students who experienced high growth stayed relatively constant in all grades. On the mathematics ISTEP+ exam, the percentage of students who experienced high growth rose 12% in grade 6, and the students in that grade who experienced low growth dropped 14%. The percentage of students who experienced high growth dropped 21% in grade 8, and the percentage of students who experienced low growth dropped 18% for students in that grade.[2]

On the ELA Acuity exams, The percentage of students in grades 3-8 who received a score of Pass was in the teens and twenties on all three Predictive exams, which are the lowest scores attained by a student population in the Transformative Zone schools. On the mathematics Acuity exams, the percentage of students who received a score of Pass was in the thirties through fifties on all three Predictive exams. No students received a score of Pass+ on at least one of the exams in all grades except grade 5. However, only twenty eight percent of students in grade 6 received a score of Pass on the third Predictive exam.

On the spring 2012 Algebra I End-of-Course Assessment, 56% of students attained a Passing score. This percentage is a 31% increase from spring 2011, which was a 10% increase from spring 2010.

Other Background Information
During the 2011-2012 school year, GLA students had a 98.7% attendance rate. The mobility rate for all students was 30.2%. The average class size was 17.99 students.

There are two teachers at every grade-level in the elementary grades, with the exception of kindergarten and first grade. A third kindergarten teacher was added at the beginning of the school year. Teachers are compartmentalized in sixth through eighth grade. There are two Title Instructionalists, as well as two master teachers and two mentor teachers through the TAP program, which will be described in detail later in the report. In addition, there are four special education inclusion teachers and two special education teachers who have self-contained classrooms. Non-instructional staff members include a counselor, a social worker, a behavior interventionist, a 21st Century coordinator, a Family and Community Outreach Coordinator, a Twilight coordinator, an e-learning coach and a media specialist.

Specials available to students include physical education, instrumental music, art, technology, and Spanish. Elementary school students receive science and social studies instruction as part of a rotating specials schedule.

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[2] From SY 2009-2010 to SY 2010-2011

Part 3: Summary of Main Findings

To provide detailed school level information, the SRA team has set urgent, high, lesser and low priorities for Glenwood Leadership Academy according to the nine elements of the HPHP school readiness model.   The rating system is explained below.

Urgent Priority – 1	Highest priority; school provides no evidence of meeting indicator and should be the primary focus of school goals, programs, and resource allocation
High Priority – 2	Strong priority; school provides little evidence of meeting indicator and should be addressed throughout strategies that support urgent priority areas
Lesser Priority – 3	Lesser priority; school provides some evidence of meeting indicator and should evaluate effectiveness of current programs for ways to make improvements
Low Priority – 4	Low priority; school exhibits some evidence of meeting the indicator and should not focus additional time or resources in this area

Each element is assigned a priority rating. Furthermore, urgent and high priorities are specifically outlined that directly align to the each HPHP element. Finally, a complete summary of evidence collected during the SRA process is defined to specifically understand what observations, actions, and behaviors led to our priorities.

Part 3: Summary of Readiness to Learn Findings

Readiness to Learn	Urgent	High	Lesser	Low
Safety, Discipline & Engagement	🟥			
Action against Adversity		🟧		
Close Student-Adult Relationships				🟦

Urgent Priorities:
- Consistently enforcing school rules
- Refining structures to proactively address student misbehavior
- Increasing family and community participation in school activities
- Communicating with parents/guardians about instructional programs, opportunities to support student learning within the home, and students' progress

High Priorities:
- Limiting incidences of bullying
- Systematically addressing the personal needs of families so that they can better support student learning

Summary of Readiness to Learn Findings:

Glenwood Leadership Academy has adopted some components of the PBIS framework to encourage positive behavior. The school is in its third year of PBIS implementation. Students are expected to adhere to the core values of responsibility, respect, accountability, honesty and character, as well as to school-wide rules and procedures at both the primary and middle school grade levels. Most students and staff members were able to articulate the school values and behavioral expectations. The first two days of the school year are focused strictly on explaining, modeling, and practicing rules and procedures with students. These rules and procedures are briefly revisited every grading period, and reviewed at length when students return from winter break in January. Staff members refer to each of these review sessions as a "Behavior Blitz," and state that they are particularly helpful for new students. However, the strategy of these reviews did not include the unanticipated increased enrollment of students at FLA approximately three weeks into the school year. Students and families are also asked to sign behavior contracts at the beginning of the school year.

Students stated the school-wide expectation that they are supposed to have their voices at "level 0" in all hallways of the building except for the middle school hallway.   However, this rule is not consistently followed, and staff members described middle school students, particularly the sixth grade students, as being poorly behaved in the hallways during transition times. They hypothesized that this fact was related to the sixth grade students' newfound freedom. School leaders reported that middle school teachers are strongly encouraged to be in the halls during passing periods. Some elementary school teachers reported avoiding walking their students through the middle school hallway during transition times to limit the exposure of the younger students to the inappropriate behavior modeled by the older students. Students in lower grades echoed a similar sentiment about middle school students, with one student stating matter-of-factly that, "the big kids don't follow the rules." Other teachers felt as though the presence of elementary school students in the middle school hallway encouraged the older students to be better behaved than they otherwise would be.

There is no school-wide character education curriculum, but all teachers surveyed said that they reinforce character in their classrooms. Student Support Team members teach Second Step, a conflict resolution and feeling development program, to Kindergarten students. In addition, all classes use the "Class Dojo" behavior system, whereby students accrue points for their good behavior. Teachers can use their iPads from anywhere in the building

to track points. There is inconsistent investment in the Class Dojo system from teachers and students alike.   Every three weeks, there is a celebration for students who have earned a pre-specified minimum number of points. Examples of these celebrations include a Bosse sports game or a fall party. The latter event, which was held last week, was attended by 150 students.   Sometimes these celebrations are held during the instructional school day; other times these celebrations are held after school. Students in all grade-levels attend the same celebration. In addition, students in all grades are divided into one of five houses. All staff members- including kitchen and custodial staff members- are also assigned to a house. Students are awarded paper keys for their house throughout the grading period, and the house that has earned the most keys at the end of the grading period is awarded a "Garden Trophy," which is displayed in the office.   Furthermore, every time a student earns a key, the student is entered into a weekly raffle to win an individual prize. Houses also participate in various competitions for keys, and students in the winning House are given special privileges, such as having a "jeans day," on which they are excused from wearing their uniforms. Houses meet once each month.

Students receive consequences for poor behavior including losing Class Dojo or house points, receiving after-school detention, having a Reflective Lunch, being referred to the school office referral, or being required to attend in school suspension or the Twilight night school from 3:15-7:15 p.m.   Reflective Lunch gives students who have low-level behavioral incidents an opportunity to reflect on their behaviors and think about different choices that they could have made. Classroom teachers complained that sometimes non-classroom teachers and other school staff members assign students reflective lunch without first calling parents, as they are supposed to do. Moreover, some staff members reported inconsistent approaches to administering consequences, stating that "everyone tolerates and does not tolerate different behaviors." In particular, staff members stated that behavioral issues were inconsistently addressed by the office staff. They explained that consequences varied depending on who was responsible for administrating consequences at any given time.

Students report that there are noticeable changes at Glenwood Leadership Academy from last school year to the current school year, particularly noting that there are "more strict rules" this year. Students in the upper-grades and middle school grades reported feeling as though younger students look up to them, so they have to be role models. Although staff members also reported that there have been noticeable improvements in student behavior during the past year, teachers reported that they were constantly dealing with chronic behavioral issues from the same students. One group of teachers estimated that 50% of instructional time was wasted directing misbehavior from 25% of their students, and stated that defiance and disrespect were rampant. Administrators estimated that between 50%-75% of their typical day was focused on student discipline.

In the upper grades, students reported instances of bullying in a variety of settings throughout the school. However, the majority of students in all grade levels stated that they felt safe at school overall, with some saying that they felt safer at school than they did in their neighborhoods.   The behavior specialist has a form for students to complete when they are the victim of a bullying incident or when they witness an incident whereby another student has been bullied. The behavior specialist then convenes students to discuss the incident.

Most students were able to describe their strengths and weaknesses as a learner, their preferred working styles, and the curricular areas in which they exceled and struggled. All students interviewed generally felt that what they were learning in their classes was interesting to them and that their teachers' instruction appealed to their learning styles. Teachers reported that students were particularly engaged in lessons that incorporated technology. Students explained that they used technology in their classes to visit educational websites, email their work to their teachers, and access MyBigCampus. None of the students interviewed could articulate specific learning goals that they are working to achieve.

Staff members do not feel that parental involvement is successfully cultivated throughout the school. Many staff members explained that phone calls and agenda book notes were their primary mode of communication with parents. They reported contacting parents about students' attendance, behavior, and academic progress.   A few

staff members stated that they had conducted home visits. Most teachers asked parents to sign their child's agenda book each night to indicate to the teacher that the parents had reviewed the homework for that evening. However, they stated that only a handful of parents routinely did so. In addition, the school offers an online grade reporting system that parents can access. Per 1003g funding, the school has a Family and Community Outreach Coordinator who coordinates engagement events for family and community members in conjunction with the Family Engagement Committee. Other than working with this committee, collaboration with teachers and other staff is not evident. Approximately 250 parents attended the "Back to School Bash" in September, and there was a parent-led orientation for parents of incoming kindergarten students. Other outreach events have included a computer class, a gardening event in the community garden, and a book fair. The Family and Community Outreach Coordinator estimated that 10% of parents attend school events and demonstrated relative comfort and complacency with that fact. Staff members reported that parents of younger students are generally more involved in the school community than are parents of older students. The school has held focus groups and administered surveys to solicit parents' opinions about programs they would be interested in attending. A few staff members hypothesized that even though parents sometimes express interest in volunteering at the school, they shy away from doing so after learning that they would be required to have a background check in advance. Staff members reported that the Parent Teacher Association this year is stronger than in previous years. Furthermore, Glenwood Leadership Academy has established partnerships with businesses and organizations in the community, such as the local Walmart, which donates uniform-related clothing items to needy students.

Every Tuesday, the Student Support Team meets to discuss discipline data and how to support other student needs, but Glenwood Leadership Academy does not have a systematic way of assessing students' poverty-related challenges. There is no formalized system to identify, address, and track the personal needs of students and families. School personnel informally learn about, and address, the personal needs of students through word-of-mouth communication. Staff members seek to address individual students' needs by pooling relevant resources. In addition, the school has a community clinic that provides medical services to students and families. One support staff member holds grief groups for students who have lost loved ones.

School-wide initiatives to encourage relationship building among students and staff, such as Gentlemen's Club and Ladies' Club, are not comprehensive. Many students said that they felt as though school staff members cared about them and both pushed and supported them to succeed. Some students described how their teachers tried to get to know them on a personal level. One student described how his teacher writes weekly questions for him and his classmates to answer about themselves in their agenda books, such as "What is your favorite food?" In addition, most students surveyed reported that they had a close relationship with at least one staff member, and approximately 2/3 of these students said that there was at least one trusted adult(s) at the school who they would feel comfortable approaching if something troubling was happening outside of school. One student described a staff member as her "second mom at school." Students also named mentors they knew through community organizations that are partnered with the school community, such as the YMCA and YWCA. In addition, a full-time professional development substitute teacher is on staff to fill in when a teacher misses class to attend professional development.

Last year, the attendance rate at Glenwood Leadership Academy was 98.7%. The school actively promotes good attendance and seeks to eliminate truancy and tardiness through a variety of measures. The attendance policy is shared with families during the Open House. To ensure the accuracy of attendance data, daily and/or period attendance records from the previous day is given to classroom teachers. Parents receive automated phone calls when their child is absent. When a student has "a noticeable string of unexcused absences," teachers reported that they contact parents about the matter via a phone call or a note in the student's agenda book. When a student has accumulated eight unexcused absences, a letter is mailed home to the students' parents to remind them of the importance of regular attendance and the potential repercussions for continued absences. Chronic absenteeism may also lead to legal notice being served and a pre-court hearing.

As previously mentioned, the student mobility rate was 30.2% during the 2011-2012 school year. Staff members expressed that student mobility is a huge issue at Glenwood Leadership Academy and described their frustration with the delays in obtaining complete student records from the schools the children previously attended. There is no formal intake process for students who transfer to the school.   As one staff member remarked, "the counselor gives the new student a tour of the school and then he or she kind of does what everyone else is doing." Since the school starts earlier than other schools in the district, the student population nearly doubled three weeks into the school year.

Part 3: Summary of Readiness to Teach Findings

Readiness to Teach	Urgent	High	Lesser	Low
Shared Responsibility for Achievement	██			
Personalization of Instruction		██		
Professional Teaching Culture				██

Urgent Priorities:

- Setting goals at the school, grade, classroom, and individual levels that are consistent with school improvement efforts
- Operating as a cohesive school community rather than as a separate elementary school and middle school
- Systematically monitoring initiatives implemented across the building, and if necessary, adjusting accordingly
- Clarifying roles and responsibilities of all individuals at the school

High Priorities:

- Celebrating increased student achievement and positive student behavior
- Leadership providing regular guidance to teacher teams
- Establishing a challenging curriculum for all students that articulates essential content and skills for all students to learn at each grade level, and is mapped across the school year with adequate instructional time allocated to teach it

Summary of Readiness to Teach Findings:

School leaders have not conveyed clear, measurable, ambitious and attainable school-wide goals to staff members in either academics or behavior. The principal stated that the school goals were "teamwork" and "academic performance." Other staff members identified vague school priorities, including tiered instruction, planning collaboratively, reducing incidents of misbehavior, and bolstering student achievement.   The principal self-reflected that more specific school-wide goals needed to be developed, and said that she was in the process of doing so. She stated that she is attempting to "create a team that wants to stay."   She also stated that she is working to build trust among staff members because she feels that trust is key in developing a professional teaching culture. Some non-instructional staff members were unable to explain how school priorities fit with their objectives.

As part of the TAP program, all instructional staff members- except teachers of self-contained special education classes- participate in Professional Learning Communities ("Clusters") for 88 minutes per week. The school's two Master teachers lead the Cluster meetings, during which time they assist staff members with developing their instructional repertoire. One standard on the TAP rubric is reviewed with teachers per week. Teachers are asked to demonstrate their learned competencies from Cluster meetings throughout the week following the session. Master and Mentor teachers observe every teacher weekly to give the teacher specific feedback around the particular strategy, using the TAP rubric to guide their observations. Teachers receive observation feedback the day after the observation during an in-person conference. Each teacher receives an individual professional development plan, based on observations, that includes areas of "reinforcement" and "refinement." This component of the TAP program was phased in this school year. Since TAP-related professional development is related to teachers' identified areas of improvement, it is job-embedded. Teachers

commented that the feedback they receive from the TAP Master and Mentor teachers is very specific. Moreover, staff members felt that their TAP observation feedback has been consistent with school leaders' observation feedback. All teachers interviewed agreed that the TAP program was helpful to them and that their instruction had improved as a result of the program's implementation.   Furthermore, one of the Master teachers developed an e-book with embedded articles and videos of rubric-related items for teachers to use as a resource.   A teacher who is new to the building this year explained that she has felt very supported by her colleagues.

Three times each week, an additional 40 minutes is allocated for team planning time that is not related to TAP. Team planning is limited to classroom teachers and Instructionalists; specials teachers do not participate in team planning. Topics for team planning vary and include curriculum mapping based on the quarterly district GVC curriculum and drafting common assessments.   Staff members stated that there was not natural collaboration across all teams due to varying personalities. Moreover, teachers of students in middle school grades and teachers of students in elementary school grades do not vertically plan with one another. School administrators regularly attend team meetings, but their participation is not scheduled. Instructional staff members also mentioned that they use the district-wide online forum MyBigCampus to collaborate with one another. Teachers can opt to participate in school-wide committees including the EIT committee, the PBIS committee, the Instructional Leadership Team, and the Family and Community Outreach committee. Committees meet either weekly or bi-weekly.

Instructional staff members reported attending many professional development opportunities outside of the school building. Non-instructional staff members stated that they do not often attend professional development sessions that are tailored to their positions, although there are some such sessions offered through EVSC. Master teachers do not have access to the EVSC Professional Development Website dashboard, which would allow them to view what professional development sessions teachers have attended through the district.

Some teachers reported that they struggled with the pace of the GVC for math. Teachers in the lower grades expressed that the GVC seems to be above their students' skill levels.

As previously explained, the TAP rubric sets clear expectations around the planning and delivery of instruction. While the program holds teachers accountable to a continuous focus on student achievement using a rubric, teachers explained that they also held each other accountable during Cluster and team planning meetings. In addition, instructional staff members reported being formally evaluated per EVSC guidelines, and frequently observed informally. Non-instructional staff reported not being formally observed.

All staff members explained the importance of student achievement and felt as though there was a healthy sense of urgency around improving student outcomes resulting from both internal and external pressure. It is unclear whether staff understands what rigorous student achievement and outcomes are. Students could not articulate their performance levels or individual growth goals. Students reported that they felt as though their teachers believed in their potential and pushed them to succeed.   Some staff members reported having data walls and classroom celebrations for students' progress. The walls of some of the hallways display a plethora of student work and student achievement.

Acuity exams are administered every nine weeks to students in third through eighth grade. The exams are intended to predict ISTEP+ proficiency.   Teachers give additional interim assessments throughout the year as part of the Data Wise process. In addition to benchmark and summative assessments, teachers give frequent formative assessments to students.   Instructional staff members described differentiating lessons to meet

student needs based on their analysis of assessment data. Teachers shared that they intended to begin to set goals collaboratively with students in individualized data folders, but reported that they hadn't yet determined how they were going to do progress monitoring towards these goals.

Last year, the then 7th grade students participated in a program called Leadership Evansville. The program was designed to create a pipeline to student leadership for the current school year. As part of the program, the students participated in a number of relationship-building exercises. One teacher enthusiastically explained that she knew that efforts to establish student leaders were effective because she saw an eighth grade student give a sixth grade student a "fist five" when the usually poorly-behaved younger student modeled positive behavior.

Staff members expressed the sentiment that the school seems to operate as a separate elementary school and middle school rather than as a cohesive school of kindergarten through eighth grade. This was apparent in the language staff members used during the focus groups and interviews, as well as by attitudes conveyed in their responses.   In an attempt to create a strong sense of community among staff members, staff members wear the same color to school and go out for dinner one day each month.

Academic enrichment activities that are offered outside of class time include the "Core Experience" program, which exposes students to experiences they might not otherwise have, as well as several after-school programs funded through 21st Century. After-school offerings include cheerleading, drum line, track, drama, cross country, and student council. There is also a Ladies' Club, but a Gentlemen's Club has yet to be organized. Staff members reported that the Ladies' Club had a strong, positive impact on the girls who participated in it. In addition, the University of Southern Indiana provides the school with tutors who work with students in small groups or individually.

Part 3: Summary of Readiness to Act Findings

Readiness to Act	Urgent	High	Lesser	Low
Resource Authority	███			
Resource Ingenuity			███	
Agility in the Face of Turbulence				███

Urgent Priorities:

- Leadership having control over hiring decisions
- Staff members providing targeted academic and/or behavioral supports to at-risk students
- Leadership measuring the impact of differentiated budget decisions on student outcomes

High Priorities:

- Systematically monitoring interventions to measure students' progress toward academic and/or behavioral goals

Summary of Readiness to Act Findings:

School leaders demonstrate resource authority and ingenuity. The principal stated that she encounters numerous obstacles in the hiring process. She reported feeling some pressure to interview candidates that central office staff had recommended, and that she interviewed 65 applicants for open positions. The principal said that some of the candidates she interviewed were worried that the school is dangerous. She reported looking to hire candidates who have some experience teaching or working in a high-poverty setting, including candidates from non-traditional certification paths.   For example, she decided to move forward with an individual who was in the Student Support Advisor position into a special education teaching position. Doing so required her to advocate that the individual be granted emergency teaching certification. The requirement to interview candidates in the applicant pool and additional questioning by several central office departments delayed the hiring of this person into the position and required the school administrator to follow prescribed protocols with no alignment to the school's individual needs, its vision, priorities, or culture.

Mentor and Master teachers identify instructional staff members' skill levels during classroom observations per the TAP rubric, and school administrators observe instruction using a similar lens. As required by EVSC protocols, underperforming teachers are flagged and the appropriate documentation is subsequently collected to follow the required steps of the removal process. The principal has dismissed personnel whose objectives she does not believe are in line with her vision for the school.

The principal creates opportunities for upward mobility for teachers who are exceptionally high-performing. For example, a Master teacher moved into an assistant principal position, and subsequently a highly effective teacher moved into a Master teacher position.   This particular promotion was delayed because of the hiring timeline and the prescribed protocols dictated by central office. Therefore, for the first few months of the school year, the school functioned with only one Master teacher. In addition, teachers who wish to do so are given the autonomy to start extracurricular activities or programs. The Ladies' Club is an example of such an activity.

Related to the principal's resource authority is the fact that her control over the school budget is relatively flexible for some funding streams, particularly the School Improvement Grant (SIG).   Through the 1003g grant, returning teachers were provided with a reward for staying at the school in the form of a small grant to spend on classroom supplies. Furthermore, the SIG grant has funded most of the technology in the school building, including class sets

of iPads and MacBooks, some classroom Promethean Boards, and ActivTables.   Every sixth, seventh, and eighth grade student has a netbook that has wireless internet capabilities. The principal also purchased MacBooks for all staff members.   In addition to using some SIG funding to purchase technology, the principal used SIG funding to support an e-learning coach position. The e-learning coach helps teachers incorporate technology into their instruction to better differentiate lessons and to promote student engagement. Since the SIG grant will not be awarded to the school in future years, the principal is concerned that such budget flexibility will not be sustained. Thus, she has initiated conversations with community partners and families who can help with programming. She has also started working with principals at other schools to ensure that the Twilight program is continued in future years.   The impact of budgetary decisions is not monitored at the school level.

The district provides teachers with opportunities to participate in optional after-school or summer training sessions to learn how to fully employ the technology that is available to them. Many students reported that available technology was used regularly.   Most instructional staff members stated that they didn't use textbooks, and mostly relied on online resources.   As one teacher remarked, "Netbooks are our textbooks."   However, Glenwood Leadership Academy does not have a technician to fix technology issues, which creates problems because broken technological devices are not quickly repaired.

The principal uses facilities, personnel, and financial resources creatively. For example, an unused classroom serves as a space for the "Minds in Motion" program. Overwhelmed with clerical needs, the principal is working to rewrite job descriptions to add additional office staff members. The principal decided to purchase MacBooks for teachers so that they would be able to work from their homes as needed.   In addition, the principal uses school-wide priorities to strategically target resources.   Since one priority she established is tiered intervention, she hired three Instructionalists. Staff members reported not having any additional material or equipment needs.

The schedule for grades kindergarten through fifth includes double blocks (80 minutes) for English/Language Arts and Mathematics each day. In addition, the principal has embedded an intervention block within the master schedule for the elementary grades. There is currently not an intervention block for the middle school grades. Staff members are planning tiered academic and behavioral interventions for identified at-risk students per the Response to Intervention (RtI) framework. A data coach works with teachers to make sense of student data.   The non-self-contained special education teachers and Title Instructionalists provide services to students using a mix of push-in and pull-out.   During the intervention block, students receive instruction exclusively in ELA using district-mandated interventions. Instructional staff members rely heavily on two scripted programs for remediation, one of which is computer-based.

Part 4: Recommendations

Based upon a thorough review of documents, survey results, observations, and focus groups/interviews, SRA team members have developed a set of recommendations and respective next steps for implementation to assist Glenwood Leadership Academy and Evansville Vanderburgh School Corporation with planning for school transformation. There are actionable steps listed after each recommendation, along with a suggested timeline.

Readiness to Learn

Safety, Discipline & Engagement; Action against Adversity; Close Student-Adult Relationships

	Nov.	Dec.	Jan.	Feb.
School leaders should strengthen the capacity of teachers to manage student behavior.				
Create an observation schedule to frequently observe how teachers address student misbehavior in classrooms.	XX			
Determine which interventions are successful and which interventions are not successful based upon observations.		XX		
Develop a ladder of consequences for teachers to use in their classrooms prior to sending a student to the office. Set clear expectations for behaviors that should result in office referrals.	XX			
Communicate and model how teachers should administer consequences.		XX		
Create an informal observation process where teachers who repeatedly send office referrals are observed to give immediate and timely feedback about how consequences are administered and how behaviors can be avoided.		XX		
Identify students who are repeatedly referred to the office.		XX		
Develop an alternate plan to address the 15-20 students who are repeatedly referred to the office. Alternate plans may include the assignment of the student to a teacher mentor, switching tracks, and/or possibly classroom re-assignment.		XX		
Create a recurring task for support personnel to compile and analyze office referral data for arising trends and patterns.			XX	

	Nov.	Dec.	Jan.	Feb.
School leaders should rethink current PBIS structures for students in the middle school grades.				
Implement new incentives driven by students (have middle school student committee that drafts incentive recommendations).	XX			
Consider having teachers move classrooms between instructional blocks rather than having 6th grade students do so as needed. (This can be done permanently or as behaviors manifest in the hallways.)	XX			
Increase the participation of teachers of middle school grades on the PBIS committee.	XX			
Consider selecting a PBIS coach for the middle school grades.	XX			
Hold a competition between middle school grade levels to see who can earn the most "Class Dojo" points while they are in the hallways during transition times.	XX			

	Nov.	Dec.	Jan.	Feb.
School leaders should coordinate efforts of individuals who support family engagement/needs and ensure an additional emphasis is placed upon connecting families to instructional priorities.				
Set expectations about the roles and responsibilities of staff members around engaging families. These expectations should relate to academic and behavioral school-wide goals.	XX			
Encourage individuals who support family engagement/needs to develop specific, measurable and ambitious goals.	XX			
Assign the development of specific ways to engage families in instructional priorities/school-wide to a member of the support staff.	XX			
Engage the Site Council to brainstorm strategies to connect families and community stakeholders to school-wide priorities and goals.	XX			
Develop a system to monitor family engagement initiatives.		XX		
Hold a professional development session to provide tools and resources developed by support staff on how to connect families to instructional priorities.		XX	XX	

	Nov.	Dec.	Jan.	Feb.
School leaders should develop a formalized intake process for students who transfer to GLA.				
Identify a staff member who will develop a packet for new students and families to introduce them to the school community.		XX		
Redefine responsibilities of select staff members to have a role in intake efforts.		XX		
Consider how student leaders in the building can be used in the transition or intake process (ex. Student ambassadors).			XX	

	Nov.	Dec.	Jan.	Feb.
School leaders should create a system to identify and address the personal needs of students and families.				
Determine who will be the point person to lead these efforts.	XX	XX		
Communicate to school staff members who this point person is and the process by which issues should be brought to the individual's attention.		XX		
Assign the responsibility of creating a system to track the types of personal needs of students and families that addressed and how the personal need met impacted student achievement			XX	
Meet with the individual to discuss the strategy for addressing needs, record-keeping and progress monitoring.			XX	

Readiness to Teach

Shared Responsibility for Achievement; Personalization of Instruction; Professional Teaching Culture

	Nov.	Dec.	Jan.	Feb.
School leaders should set school-level academic goals that have related grade-level, classroom-level and individual-level sub-goals.				
Set school-wide goals for each sub-group of students (low, medium, and high performing students) based on ISTEP+ data from SY 2011-2012.	XX			
Set grade-level goals for each sub-group of students (low, medium, and high performing students) based on school-wide goals.	XX			
Send school-level and grade-level goals to the Office of Transformational Support for review.	XX			
Share school-wide and grade-level goals with all teacher teams.		XX		
Ask teachers to develop classroom-level goals using grade-level goals.		XX		
Ask teachers to devise individual student goals after considering classroom-level goals.			XX	
Establish a performance monitoring system for school-level and grade-level goals to ensure progressive attainment of school-wide goals. Have teachers do the same for classroom-level and individual-level goals.			XX	
Revisit school-wide goals at every faculty meeting and in all conversations with staff to build a high expectation and goals-based culture.		XX	XX	XX

	Nov.	Dec.	Jan.	Feb.
School leaders should address the divide between the elementary grade-levels and the middle school grade-levels to develop a stronger school community.				
Develop a committee to brainstorm and implement strategies.	XX			
Ensure that a teacher from the middle school grades is represented on all school committees.	XX			
Determine metrics for measuring effectiveness of efforts and establish a performance monitoring system.		XX		
Leverage the leadership of older students to mentor younger students.		XX		

Readiness to Act

Resource Authority; Resource Ingenuity; Agility in the Face of Turbulence

	Nov.	Dec.	Jan.	Feb.
Leadership team should revisit school budget and school staffing structure to align all personnel, systems, and structures to school priorities to prepare for adjusted funding structure for SY 2013.				
Identify all areas of the Title I budget that are flexible.		XX	XX	
Match budget decisions made (such as staffing) to school-wide priorities.			XX	XX
Review and informally compile job expectations for all staff within the school.			XX	XX
Realign staff and job expectations, incorporating new job requirements for some staff and decreasing job requirements for others based upon equity, effectiveness, and collective bargaining agreements.				XX
Ensure job expectations are aligned to school-wide priorities.				XX

	Nov.	Dec.	Jan.	Feb.
School leaders should implement a system to forecast teacher hiring needs.				
Develop a declaration of intent process for staff.			XX	
Synthesize data collected in order to forecast needs.				XX
Develop a strategy to begin cultivating relationships with strong performing teachers throughout the district and/or other local schools/districts.			XX	XX

	Nov.	Dec.	Jan.	Feb.
School leaders should design an intervention system to remediate skills for underperforming students.				
Revisit master schedule and consider implementing an intervention block at the middle school level.	XX	XX		
Formalize the co-teaching process by setting expectations for co-planning.	XX			